The Reformers and Christian Ministry

(3DM868)
Reformed Theological Seminary/Charlotte

PROFESSOR: Dr. Frank A. James III

TIME/PLACE: 15-19 July at RTS Charlotte campus. Monday-Friday—class meets from 9:00 am – 4:00 pm Mon-Thurs / 9:00 – 12:00 Friday

OFFICE HOURS: For questions regarding the course, please contact Bea Barkley: bbarkley@biblical.edu

TEXTBOOKS:

Students are REQUIRED to read all of the following books:


Students are REQUIRED to read any 2 of the following Biographies:


COURSE DESCRIPTION

The Reformers of the sixteenth-century were first and foremost pastors—a fact sometimes forgotten. For them theology was never an abstraction, but always had the goal of ministry. This DMIN course will explore the theology and ministry activities of the leading reformers, including Martin Luther, Ulrich Zwingli, John Calvin, Thomas Cranmer, Martin Bucer and Heinrich Bullinger. This course will include pre-course readings, classroom presentations, seminar discussions, reflection papers and an integrated research paper.

The course is designed to provide students with graduate level critical and analytical skills, a broad background in the Reformation. Special emphasis will be on pastoral implications of the Reformers.

COURSE LEARNING OUTCOMES

This course is designed to help students appreciate and assess the Reformation and to give students the opportunity to utilize their understanding for the benefit of their ministry in accord with the RTS mission statement.

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<tr>
<th>DMin* Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tr>
<td><strong>Biblical/Theological Foundations:</strong></td>
<td>Significant knowledge of biblical and theological foundations for pastoral ministry. (This includes interaction with Biblical texts, as well as awareness of Reformed Theology.)</td>
<td>Strong</td>
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<tr>
<td><strong>Historical/Contemporary Practices:</strong></td>
<td>Significant knowledge of historical and contemporary practices of pastoral ministry.</td>
<td>Strong</td>
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<td><strong>Integration:</strong></td>
<td>Ability to reflect upon and integrate theology and</td>
<td>1. Daily discussion of topics designed</td>
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SPIRITUAL FORMATION

While this course has a focus on the cognitive and intellectual, it is also concerned with the spiritual implications for students. It is hoped that this course will encourage the student to gain spiritual insight and self understanding of one’s own religious heritage. Both the reflection papers and the research paper is designed to stimulate intellectual as well as spiritual analysis (see below).

FEEDBACK LOOP

The student is not the only learner in this course. The professor is a learner too in that he seeks to learn from the student how to improve the course and be more effective. To that end, the professor will receive feedback from the student as to the learning outcomes. This is done in the following ways: student evaluations of the course, individual student feedback during the course and regular course evaluation by peer faculty.

COURSE REQUIREMENTS:

1. Daily Assignments—3 Reflection Papers (30% of grade)

   Each day, students must come to class prepared to read/discuss a short reflection paper on the required reading. The student may choose to emphasize any topic touched on in the reading which they deem significant for ministry. Each student must prepare 3 short reflection/summary papers before the course begins (3-6 pages each): (1) on a biography from the above assigned reading (2) on the assigned Luther book and (3) on the assigned Calvin book. Each is worth 10% of the final grade and will be submitted to the professor.

   The student should choose a specific topic of personal interest and relevance to their ministry from the assigned readings. Each of the three reflection papers
should include theological reflection and pastoral implications. Each of these should be completed before the class begins.

2. **Student Presentations (10% of grade)**

   Students must be prepared to give a 10-15 minute presentation on each of the three reflection papers. Each day, several students will be called upon for presentations.

3. **Class Discussions (10% of grade)**

   Students will be expected to vigorously participate in *daily class discussions*.

4. **Research Paper (50% of grade)**

   Student will choose a topic that is judged to advance their understanding and practice of ministry—must be approved by the professor. A research paper of approximately 15-20 pages will be due **October 30 2013**. Send the final paper to Tari Williamson at RTS-Charlotte, D.Min. office.

   The goal of the research paper is for the student to interact critically with the topic employing primary source material as much as possible with a view to the pastoral implications for today. Student *must* carefully and fairly consider *both* sides of any argument before reaching a conclusion. Research paper (*) must follow Turabian for footnotes and general outline in the paper and (*) must include footnotes or endnotes and (*) must include a brief bibliography.

**NB: Required Interactions for Research Paper**

The research paper must include all 3 following interactions:

- **Familial interaction**: each student must discuss topic with spouse if married or a close friend if not
- **Ecclesiastical interaction**: each student must discuss topic with a pastor, elder or church leader preferably from a denomination other than your own
- **Cultural interaction**: student must discuss topic with a person from another racial/ethnic background or gender.

At least half an hour should be taken for each discussion. Name, date and amount of time spent in each discussion must be indicated at end of the paper.

**READING REPORT:**
At the end of the course, each student must indicate whether they have completed all the assigned reading. Failure to complete all the assigned reading will affect final grade.

**GENERAL COURSE OUTLINE**

Each day will be comprised of lectures, student presentations and guided discussions.

**Lecture topics will include:**

- Late Medieval Context
- Luther
- Zwingli
- Calvin
- Cranmer

**Guided Discussion will include the following topics:**

- Is it ever appropriate to leave the church?
- Whatever happened to the Lord’s Supper?
- What does the Reformation teach about pastoral leadership?
- Can one ever compromise on doctrine?
- What is orthodoxy?
- Was the Reformation a success?
- Did the reformation distinguish between theology and praxis?
- Were the Reformers mindful of their cultural condition?
- Did the Reformers rightly determine heresy?
- What is the greatest positive legacy of the Reformation for ministry?
- What is the greatest negative legacy of the Reformation for ministry?

**GRADING**

Each of the 3 reflection papers is 10% of the final grade (for a total of 30%). Participation in class discussions is 10% and student presentations are 10% of the final grade. The research paper is 50% of the final grade. Failure to complete of all reading assignments will affect the final grade.

**ACADEMIC HONESTY:**

Any form of cheating will automatically result in failure of the course.
Criteria for Evaluation of Research Papers

I. Grammar and Style (25%)
   * Is the text clean of spelling mistakes?
   * Is the text punctuated correctly? Is it DOUBLE SPACED?
   * Does the sentence structure consistently adhere to basic rules of good grammar?
   * Does the footnote/bibliographic apparatus follow Turabian consistently? (Turabian, A Manual for Writers).
   * Is the paper written in clear, straight-forward style of academic prose (e.g., the guidelines in Strunk and White, The Elements of Style)?

II. Organization (25%)
   * Is the subject of the paper clearly delimited? Is it significant, but still manageable?
   * Does the subject correspond to what was assigned in the syllabus?
   * Does the paper have a well-designed thesis statement and outline?
   * Does the running text of the paper adhere to the outline, and are the larger divisions of the paper clearly signposted?
   * Are the sentences and paragraphs of the text linked together clearly and in such a way that the thought of the student builds throughout the paper with continuity and coherence?

III. Clarity and Force of Argument (25%)
   * Is a convincing case made to support the thesis statement?
   * Is the evidence marshaled to support the argument used judiciously?
   * Where the student provides exposition or summary, does she/he do so succinctly and objectively?
   * Are opposing viewpoints treated fairly?
   * Is there evidence of mature Christian reflection on the subject matter?

IV. Research (25%)
   * Does the paper draw on primary sources for its main evidence?
   * Are the secondary sources selected and used judiciously?
   * Does the paper demonstrate sufficient depth and breadth of research, given the nature and level of the assignment?

Recommended Resources


